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ABSTRACT

This book contains group instructional exercises designed to help older workers who are new to America make a satisfactory and satisfying adjustment to work in America. The plans present information and strategies for dealing with cultural issues that need to be addressed prior to active involvement in employment or training. They are designed for a classroom or workshop situation but may be used with individuals or small groups. Most plans can be completed in an hour. The 24 exercises are divided into 3 sections. The section on self-assessment includes exercises on drawing a profile, describing one's skills, describing one's strengths, what to look for in a job, time, body language, job roles, and discrimination. The section on the workplace has exercises on getting along, company rules and benefits, language demands of jobs, spoken instructions, asserting oneself, job and the family, relating to supervisors, upward mobility, and using the telephone. The section on job information includes exercises on gathering job information, local job opportunities, employer survey, learning about jobs, information interview, training opportunities, and employment resources. The plan for each exercise follows this format: rationale, objective, materials and equipment, and steps in the activity. Handouts or supplemental materials are provided as necessary. (YLB)

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NEW TO AMERICA

ACCULTURATION EXERCISES FOR OLDER WORKERS

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INTRODUCTION

This book contains group instructional exercises designed to help older workers who are new to America make a satisfactory and satisfying adjustment to work in America.

The series is intended to be used with people who are preparing for involvement in the employment and training system, whether Job Training Partnership Act, the adult school or the Regional Occupational Programs. The workshops present information and strategies for dealing with cultural issues which need to be addressed prior to active involvement in employment or training.

The workshops stress knowledge of jobs in America, awareness of one's own skills and values as well as classroom processes which lead the older worker who is new to America to recognize and prepare for adjusting to "how it's done here." The plans are designed for a classroom or a workshop situation; however, they may also be used with individuals or small groups.

As we conducted research and worked with seniors in the development of these workshop designs, we concluded that while career and cultural education is important, the continued development of skill in English, exposure to the world of work in America and activities which buttress one's self-esteem are equally important. A comprehensive program which addresses all these aspects is ideal. We hope that these plans can contribute to that program.

The workshop are designed for the experienced teacher of adults who is not accustomed to providing career education. The materials are not designed to teach language skills; English as a second language teachers who wish to use the content or the structure of these lessons are encouraged to preteach carefully the vocabulary needed to enable participants to benefit from the ideas of the workshops.

Most of the plans have been designed to be completed in an hour. The length of time required, however, will vary greatly with the language skills of the participants.

We appreciate the cooperation of Peggy Pokorski of the Employment and Training Division of San Mateo County, Laurie Wishard and Susan Houston-Martin of the San Mateo County Family Service Agency's Senior Employment Project, Maria Roddy of the San Mateo Adult School, and Sue Giambruno of the Jefferson Adult School, as well as the many seniors who participated in the field testing. We also appreciate the work of Karen Wycoff in typing the book.

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DRAWING A PROFILE

RATIONALE:

By sharing a little of themselves with others, participants will learn about their values. This will enable them to make better job choices.

OBJECTIVE:

During this exercise, participants will identify their values. By interviewing one another, participants will also have an opportunity to practice responding to interviewing questions.

MATERIALS AND EQUIPMENT:

Participant Worksheet "My Profile," colored pens or pencils.

ACTIVITY:

1. Give each participant a copy of the "My Profile" worksheet. Explain that they will be filling in the profile mostly with pictures and not with words. Emphasize that this is not an art contest--as long as the participant knows what the drawings mean, that's all that is important. To demonstrate this, do an example of one of the sections so that the whole group can see. Use stick figures to indicate to participants that any type of artwork is accepted. Explain that later they will use these notes to introduce to the group the person they interviewed.

2. Break the group into pairs. Explain that they are to interview each other and draw the other person's answers on the worksheet. Participants will draw their partner's profile--not their own. Ask them to encourage their partners to give specific answers as a person would do if he/she were interviewing someone for a job. This exercise gives participants an opportunity to practice responding to interviewing questions.

3. After the worksheets are completed, reassemble the group and have partners sit together. Have participants introduce their partners to the group by sharing the profile which they drew for them. Their partners can help them if they need help explaining.

4. In conclusion, explain that this exercise is a good introduction to the job exploration process because it has participants identify some of their values some skills and a job to explore.

MY PROFILE

Without concern for artistic results, fill in the six areas of the drawing below to make your own personal profile.

---

1. Draw two things you do well.

2. Draw the job you would like to have in America.

---

3. Draw your greatest success in life.

4. Draw the three people most important to your life.

---

5. Draw one thing you miss about your native country.

6. Write the three words you would like said about you.

DESCRIBING YOUR SKILLS

RATIONALE:

Many people in America can describe their skills as workers fairly freely in employment interviews. Employers are accustomed to asking questions like, "Tell me about yourself." They expect to hear a history of the job titles the worker has held and the organizations the worker has worked for but they also expect to hear about skills the worker has demonstrated in the past. Being able to describe the skills you have allows the interviewer to relate your experience to the employer's needs.

OBJECTIVE:

This lesson will help the participants identify the skills he or she has used successfully on past jobs. It will also help them identify jobs which call for those skills.

MATERIALS:

Participant Worksheets "Which Skills? What Jobs?" and "Skills/Jobs," chalkboard.

ACTIVITY:

1. Explain the importance of being able to express your skills to an employer.

2. Distribute the Participant Worksheet: "What Skills? Which Jobs?" Read them the instructions aloud and explain them. Assist individuals to begin the exercise.

3. Once the group has completed the exercise, using the participant worksheet, ask them each to describe one or two skills and to mention the jobs in which they are used. Ask the class to suggest further jobs which require the skill.

WHICH SKILLS? WHICH JOBS?

Match the following entry-level jobs with the skills listed. Write the numbers of the jobs next to the skills listed. If discussion generates additional skills, list them on the chalkboard.

Do one or two matches as a group, then divide into small groups to complete the activity.

SKILLS	SOME JOBS RELATED TO SKILL
____ cooking	1. truck, bus or taxi driver
____ dancing, playing sports	2. nurse's aide, orderly
____ making handicrafts, weaving	3. teacher's aide
____ sewing	4. greenhouse worker, gardner
____ farming	5. repair person with store that sells electrical appliances
____ working with children	6. cook in restaurant, cafeteria
____ driving	7. kitchen helper, dishwasher
____ working with sick people	8. waiter, waitress, busboy
____ electrical repairing	9. janitor, maintenance worker
____ building houses	10. tailor, sewing machine operator
____ making furniture	11. farm worker
____ digging	12. carpenter
____ fishing	13. painter
____ navigating a boat	14. stock person in retail store
____ welding	15. gas station attendant
____ auto mechanics	16. garage mechanic
____ speaking two languages well	17. construction worker
____ selling	18. welder
____ cleaning	19. assembly worker
____ dishwashing	20. translator, bilingual teacher's aide
____ providing a service for others	21. messenger, mail clerk in large company
____ growing plants	22. worker with a fishing fleet
____ arranging meetings or appointments	23. cashier in store, supermarket
	24. household worker
	25. baby sitter

"SKILLS/JOBS"

My skills are:

Jobs which use these skills are:

DESCRIBING YOUR STRENGTHS

RATIONALE:

Many people in America can describe their strengths as workers fairly freely in employment interviews. Employers are accustomed to asking questions like, "Tell me about yourself." They expect to hear about skills the worker has demonstrated in the past, but they also expect to hear about character strengths which the worker has.

Workers from other cultures, however are likely to feel that "bragging is bad." They might not feel comfortable describing their strengths. This workshop helps them build a vocabulary with which to describe their strengths.

OBJECTIVE:

This exercise will help participants develop a vocabulary of character strength words from which they can build a personal list of words describing themselves.

MATERIALS:

A large sheet of 3' x 4' paper, broken up into alphabetical squares, magic marker, Participant Worksheet "Qualities."

ACTIVITY:

1. Ask participants to write down three strengths they have. Give them a few moments and then ask their reaction to the task. You will probably hear that it was hard for them to think of strengths.

2. Discuss the concept of cultural conditioning against bragging and ask participants to consider that they will have to be able to speak positively about themselves to have a successful job interview in the United States. Explain the importance of having a large vocabulary of descriptive words from which to choose in describing oneself.

3. Tack up a large sheet of paper on which alphabetical letters are clearly blocked out. Ask participants to list character strength words and write them on the paper. The process can begin by giving examples such as "neat," "accurate," "responsible" and then writing them under the proper letters. Use the words in sentences or ask the class to give informal definitions to increase understanding.

4. Develop a list of words from group contributions, being careful to point out when a word or phrase does not apply. Give hints if some letter spaces are empty. Encourage all group members to contribute to the vocabulary list.

5. After the general list is complete, ask participants to make their own on the participant worksheet "Qualities."

   a) **"Qualities I Possess."** Ask participants to list the qualities they possess and write an example which demonstrates that quality or ability.

   b) **"Qualities Others Say I Possess."** Ask participants to list compliments others have given them. Explain that they may or may not care about being, for example, "organized", "neat" or "alert," but it is important for them to be aware of all their valued qualities for employers may value them too.

6. Ask individual participants to describe themselves and their qualities to the group. Provide supportive feedback to them.

"QUALITIES"

Qualities I Possess:

_____

_____

_____

_____

_____

_____

_____

Qualities Others Say I Possess:

_____

_____

_____

_____

_____

_____

_____

WHAT DO YOU LOOK FOR IN A JOB?

RATIONALE:

Few people have the ideal job that offers all the work values and situations they desire. However, some jobs have more to offer than others. It is important to identify your work values so that you can make an appropriate and happy job choice.

OBJECTIVE:

The factors that we look for in a job influence our choices. This activity enables participants to determine their work values and work situation preferences and to prioritize them. By examining these, participants will have a better basis for making job choices that are compatible with their needs.

MATERIALS AND EQUIPMENT:

Participant Worksheet "What Do You Look For in a Job?"

ACTIVITY:

1. Discuss the concept of work values with participants. These are values that one desires on a job and feels are needed for one to be happy and satisfied at work.

2. Have participants complete the "What Do You Look For in a Job?" worksheet. Explain to them that if there are values or situations which are important to them and not on the list they can be added. It may be necessary to review the phrases so that all participants understand them.

3. At the bottom of the worksheet, have the participants fill in the five most important things that they look for in a job.

4. After the participants complete the worksheet, discuss the following questions with them:

   - Why is it important to consider those work values and situations that are important to you when selecting a job?

   - Is it possible to find a job that satisfies all your desires? (Participants should understand that few jobs satisfy all one's desires.)

- Do the jobs that you are interested in have the working conditions that you prefer? (If the participants do not know the working conditions of the job they are interested in, have them read about the job in the Occupational Outlook Handbook or a similar career resource, visit an actual job site, and/or visit a job training site and talk with the instructor.)

- Why might some people endure unpleasant working environments rather than change jobs? (Participants should understand that sometimes people sacrifice one value for another in certain situations. For example, a person who values working close to home may be willing to accept a lower salary for a conveniently located job.)

5. As a conclusion, ask a participant to name a job situation he/she would prefer. Ask the group to identify jobs in which this situation is found.

WHAT DO YOU LOOK FOR IN A JOB?

Mark the things that you want in a job in the appropriate column according to whether you always want them, sometimes want them, or never want them on a job.

	always	sometimes	never
make a lot of money	____	____	____
work in a group	____	____	____
job security	____	____	____
selling things	____	____	____
indoor work	____	____	____
outdoor work	____	____	____
lot of writing	____	____	____
reading on the job	____	____	____
shift work	____	____	____
work alone	____	____	____
being your own boss	____	____	____
quiet place to work	____	____	____
supervising others	____	____	____
work at your own pace	____	____	____
wearing dressy clothes	____	____	____
physical work	____	____	____
being well known	____	____	____
clean place to work	____	____	____
do many different things	____	____	____
set your own hours	____	____	____

	always	sometimes	never
eight to five work	____	____	____
meet many new people	____	____	____
feel you are helping people	____	____	____
advancement on the job	____	____	____
noisy place to work	____	____	____
work with your hands	____	____	____
same duties every day	____	____	____
work with your mind	____	____	____
sit down to do your work	____	____	____
having to come up with new ideas	____	____	____
close supervision	____	____	____
work involving risks or danger	____	____	____
commute more than 30 minutes	____	____	____

Other values that are important to you: _____

_____

_____

_____

_____

List the FIVE most important things that you look for in a job.

1. _____
2. _____
3. _____
4. _____
5. _____

TIME--HERE & THERE

RATIONALE:

The issue of time is very important in the United States. Being late can result in sometimes severe consequences. The way in which time is perceived in the United States can be quite different than the way it is perceived in other countries. People new to the United States may experience problems in adjusting to different attitudes towards time.

OBJECTIVE:

The purpose of this lesson is to make the participant aware of the issues of time. This activity will stimulate thought as to how one's former culture perceived time in comparison to how the North American culture perceives those same issues.

MATERIALS:

Participant Worksheet "Time Questionnaire."

ACTIVITY:

1. Discuss the importance of time in the United States. You may want to discuss expressions or words related to time (i.e., punctuality, full time versus part-time, "free time," "in the nick-of-time," etc.).

2. Pass out the Participant Worksheet "Time Questionnaire" explaining there are no right or wrong answers, but that the exercise offers an opportunity to become aware of how they and others view time.

3. Have the participants discuss their answers to the questionnaire. Are there patterns to these answers? What problems might they run in to if they forget that attitudes toward time are different in this country?

4. In conclusion, remind workshop participants that time is very important in the United States. People are expected to be on-time to work, for appointments, for school, etc. Even when a person is invited to another friend's house for dinner they are expected to be on time.

TIME QUESTIONNAIRE

Name of the country in which you formerly lived.

_____

For the following questions, please answer in terms of what you think was acceptable or correct in your former country and what you think is acceptable in the United States.

1. How many minutes could pass before you would be considered late for work?

   Former Country: _____ United States: _____

2. How many minutes could pass before you would be considered late for school?

   Former Country: _____ United States: _____

3. At what time did (do) you eat lunch?

   Former Country: _____ United States: _____

4. How much time did (do) you spend at lunch?

   Former Country: _____ United States: _____

5. At what age do people retire?

   Former Country: _____ United States: _____

6. Did (do) you wear a wristwatch?

   Former Country: _____ United States: _____

7. How important is it to meet deadlines?

   Former Country: _____ United States: _____

8. What, in terms of minutes, is considered leaving work early?

   Former Country: _____ United States: _____

9. When a number of people are waiting for the same thing, do they form a line?

   Former Country: _____ United States: _____

10. Is there a phone number you can dial to get the correct time?

    Former Country: _____ United States: _____

11. Are appointments written on a calendar or appointment book?

    Former Country: _____ United States: _____

12. At your job, was there a clear idea of when a task was to be completed?

    Former Country: _____ United States: _____

13. Could you shop for groceries 24 hours a day?

    Former Country: _____ United States: _____

14. At what time do you go to sleep for the evening?

    Former Country: _____ United States: _____

15. Do different regions of the country react differently to time?

    Former Country: _____ United States: _____

BODY LANGUAGE

RATIONALE:

People communicate with each other not only by using words but also by using and interpreting body language. Gestures, facial expressions, posture, and eye contact all give speakers and listeners valuable information. Although we usually don't think about it much, we are constantly "listening to" and interpreting body language.

In work situations, being alert to body language helps workers understand the full meaning of what another person is saying. In addition, workers can use their own body language to help them become more effective speakers and to help them become more effective listeners.

OBJECTIVE:

The purpose of the lesson is to develop an understanding of how body language can help improve speaking and listening skills.

MATERIALS AND EQUIPMENT:

Participant Worksheet "Observation Worksheet."

ACTIVITY:

1. Begin the class by asking participants to suggest ways they can tell if a person is listening "just by looking at the person." Write the participants' responses on the chalkboard. Some possible responses are:

   - the way the person looks at you
   - the person's facial expression
   - the way the person stands or sits
   - whether the person is doing something else, like reading or watching TV
   - by how close the person stands or sits next to you

2. Explain that people can improve their listening habits by using three simple techniques:

Attentive Posture

- Explain that relaxed, comfortable posture lets the speaker know that you are really listening and not just waiting impatiently for your turn to talk.
- By assuming attentive posture, a listener usually feels more attentive!
- Attentive posture also affects the speaker by giving support and making him/her more comfortable.
- People of different cultures have different needs for space between people. Be conscious of how people react to space and if they back off frequently, accept their need for space.

Eye Contact

- Explain that eye contact is a two-way exchange of messages which American workers use frequently.
- The speaker "feels" your attention when your eyes meet.
- However, staring at the speaker is considered rude and is likely to make the speaker uncomfortable.
- By looking at the speaker's facial expressions, you can learn more about what the person is saying.
- Some cultures avoid eye contact.

Following

- Explain that listening is active and not just something that is done with the ears.
- Following means reacting to what the other person is saying. Following also lets the other person know you are interested.
- You may wish to nod your head in agreement, but do not nod continuously. If you nod continuously, you give the other person the impression that you are only pretending to listen.
- By asking questions, you can help the speaker develop a thought more fully. However, don't interrupt the speaker too often with questions.
- You may wish to let the speaker know you understand by summarizing what the person has said. (For example, you could say, "If I understand you correctly, you are saying . . .").
- If you do not understand, let the speaker know.

3. Divide the class into groups of three participants each. One participant in each group will act as an observer. The other two participants will sit facing each other.

4. Distribute the worksheet "Observation Worksheet" to the observers.

5. Instruct the pairs of participants to carry on a three minute conversation on the topic, "The importance of communication on the job" or any other topic which will get the participants talking easily. Instruct the observers to note the body language of the pair of participants on the worksheet.

6. After this three minute round is over, have participants repeat the process with a different observer. Assign them the conversation topic, "What is a good listener?" or other topic.

7. Repeat the process again with the remaining students as observers. Assign "The importance of asking questions to effective communication" or other topic.

8. Reassemble the class and discuss the participants' experiences and observations. Ask:

   - Did any person feel the other was not listening during the conversation? Why?
   - What did observers notice about the posture of the people while they were conversing?
   - What did observers notice about the person's eye contact? Was eye contact different when a person was listening than when talking? Remind the participants that eye contact is very important in the United States.
   - What examples of <u>following</u> did observers notice?
   - What kinds of body language were used most frequently?
   - How were gestures used as substitutes for words? How did gestures reinforce words?
   - What gestures and other types of body language do you use most frequently? When do you use them?
   - What types of gestures or body language occur commonly on the job? What are some examples?

9. In conclusion, remind participants that in the United States it is important to be facially responsive and add such encouragement as "I see" or "oh." In other cultures however, the good listener is sober-faced and silent. Ask the participants if this is a conflict for them and discuss how they may resolve it so that they can be comfortable in the American work environment.

OBSERVATION WORKSHEET

Discussion Topic _____

Observer's name _____

Describe the POSTURE of each person. Does it change, or does it stay the same?

_____

Describe the EYE CONTACT during the discussion. Does each person look at the other more when speaking or when listening?

_____

What does each person do to let the other know he/she is paying attention?

_____

What gestures are used?

JOB ROLES

RATIONALE:

Over the past 15 years, our culture in the United States has undergone radical changes in the way we view the work roles of men and women. Women now comprise over 40% of the labor force. By 1990, women will occupy over 50% of the labor force. The effects of such a change are profound.

Participants from other cultures of course have male/female role expectations which have been established through their cultures. Some of these participants might experience cultural shock and confusion as they view changing roles of men and women in the United States. This confusion would surely impact their decisions around employment issues.

OBJECTIVE:

The purpose of this lesson is to make the participant more aware of the changing sex roles, particularly as they relate to jobs and working. This will be accomplished through the use of a questionnaire, and discussion.

MATERIALS AND EQUIPMENT:

Participant Worksheet "What Do You Think?", chalkboard.

ACTIVITY:

1. Using data from the Rationale section above, discuss the purpose of the lesson with the group. Ask them what jobs women hold in their countries. List the country and jobs on the chalkboard.

2. Distribute the Participant Worksheet "What Do You Think?" and ask participants to answer the statements by circling the "T" for true or "F" for false. Remind them to put their name on the worksheet.

3. After about 10 minutes, collect the completed worksheets and tally the "T"/"F" responses to each question on the chalkboard. Then redistribute the worksheets to the respective participants.

4. Review each question with the participants. Use the tallies to stimulate discussion.

5. Conclude the lesson by having the participants discuss their feelings about women working and the type of jobs they feel women should hold. Ask them what jobs do they see women holding in the United States. Compare the class's list of jobs women hold in their native country with jobs that they have seen women employed in the United States. Encourage them to accept men and women in occupational roles different from what they were used to in their native country.

Name: _____

"WHAT DO YOU THINK?"

Please circle "T" if you believe the statement is <u>true</u> most of the time, or "F" if you believe the statement is <u>false</u> most of the time.

T F 1. On the average, a woman working the same job as a man will earn 63 cents to every $1.00 which the man earns.

T F 2. Men tend to make better supervisors than women which is the reason there are more men working as supervisors.

T F 3. Women are out ill more often than men.

T F 4. Women don't work as long as men because they drop out of the work force to marry.

T F 5. Working women take away jobs from men who need them.

T F 6. Most men do not like to have women as supervisors.

T F 7. An employer will hire a younger <u>woman</u> over an older one.

T F 8. An employer will hire a younger <u>man</u> over an older one.

T F 9. Women who are in positions of authority tend to be less feminine.

T F 10. Women who have been mothers and housewives for most of their lives really have very little to offer an employer.

T F 11. Men are usually the ones asked to do physical labor.

T F 12. For the most part, women are better than men at jobs where they help people (nurse, teacher, social worker, etc.).

T F 13. Real conflicts can develop when a woman earns more money than her spouse.

T F 14. Women do not need to make as much money as men because men are most often the primary wage earner in the family.

T F 15. Families of working women usually expect them to perform the tasks of wife and mother in addition to carrying out their duties as a job holder.

TEACHERS' GUIDE — "WHAT DO YOU THINK?"

1. True--Why do you think women earn less?

2. False--There is no data to support this statement. There are more men in supervisory and management positions because of tradition and the fact that men generally support other men in getting job achievement.

3. False--What effect do you think this false assumption would have on an employee?

4. False--What effect do you think this false assumption would have on an employee?

5. False--Men are reluctant to work at jobs that are traditionally female (i.e., occupations with 90% or greater female representation include nurses, teachers and clerk-typists).

6. True or False--No concrete data for <u>most</u> men. However, some men prefer other men in positions of authority. The answer would depend upon the individual.

7. False--Depends on employer and woman. Many older women, especially those that are new to the labor market, feel unsure of themselves and therefore they perceive the younger worker as more appealing to the employer. Many employers prefer older workers because they are viewed as being more mature, stable and dependable.

8. False--Depends on employer and the man. Many older men, especially those that are new to the labor market, feel unsure of themselves and therefore they perceive the younger worker as more appealing to the employer. Many employers prefer older workers because they are viewed as being more mature, stable and dependable.

9. False--This is another of those myths which keep women out of positions of power.

10. False--Many women new to the workplace feel this way. It's developed from feelings of insecurity and low self-esteem. They tend to forget the skills they have developed in raising a family (i.e., budgeting, coordinating, making household repairs, attending to the illnesses of the family, etc.). A support group is very helpful in getting this woman into the labor market.

11. True--Because of traditional roles and child rearing- practices this appears to be true. Men will frequently be asked to do physical tasks of which women are capable.

12. False--No clear data to substantiate this. Traditions associated with mothering have put women in these occupational roles.

13. True--This is a fact. Why do you suppose this happens?

14. False--Six point two million families were maintained by only the mother in 1984 (a record number). Of that number, 50% of these families fell below the poverty level. Only 10% of two parent families fell below the poverty level.

15. True--What causes these expectations?

WHY DON'T THEY HIRE ME?

RATIONALE:

People new to this country who are also 55 years and older feel that it is very difficult for them to get a job. Not only do they not speak English well, but they are older than most workers. It is important that this group of job hunters discuss their negative feelings so that they will not block them from getting a job.

OBJECTIVE:

The purpose of this activity is to give participants the opportunity to discuss the discrimination that they might face from employers. They will also discuss the reasons why employers feel they have legitimate reasons for not hiring them. Finally, participants will focus on the positive reasons employers should hire them.

MATERIALS AND EQUIPMENT:

Chalkboard

ACTIVITY:

1. Ask the participants to identify the problems they face when job hunting and list them them on the chalkboard. The responses might include:

   - language deficiencies
   - their skills not matching the skills required in the United States
   - transportation
   - age
   - culture
   - training
   - education

2. Ask the group to identify the two barriers they face most often. Their responses will probably be age and language. Discuss with them if they feel that these are legitimate barriers. The group may respond "yes" but then say for example: "A young person may work faster than me but they talk more." Let the group verbalize their frustrations and acknowledge them but don't let them dwell on them.

3. Ask the group to identify reasons why an employer would hire someone who is 45 rather than a person who is 55-65. Write their responses on a chalkboard. The responses might include:

   - better health
   - the person will require the same training but will probably work for the company for an additional ten years
   - flexible--may be willing to move
   - they are not "retired" in their minds

   Discuss with the participants whether they feel that these are legitimate reasons for hiring a younger person. Usually they will not have considered hiring older workers from an employer's point of view.

4. Ask the group to identify why employers should hire older workers and write their responses on a chalkboard. Their answers might include:

   - dependability
   - experience
   - motivation
   - less employee turnover
   - child care is not a problem

5. In conclusion, remind the group that the people they are competing with for jobs are not necessarily people in their 20's. The real competition are older, mature, experienced workers in their 40's. These workers have skills similiar to the participants in the workshop but they are younger. Participants should be aware of this problem but they should not focus on it. They should learn to emphasize the positive traits they have.

GETTING ALONG

RATIONALE:

Much of job success depends on how well the worker gets along with his/her co-workers and supervisor. All people like to feel good about themselves, and so workers need to recognize things they can do to keep the people they work with informed and to be pleasant in the work place. Older workers from other cultures have probably developed patterns of getting along with co-workers within their culture but may lack some of the skills or information peculiar to the United States.

OBJECTIVE:

The purpose of this lesson is to teach ten good rules about on-the-job interpersonal behavior.

MATERIALS AND EQUIPMENT:

Participant Worksheet "Being on the Job: 10 Commandments," Teacher's Notes "Discussion Notes of the 10 Commandments."

ACTIVITY:

1. Introduce the idea of how important people are to on-the-job success.

2. Hand out the Participant Worksheet "Being on the Job: 10 Commandments" and explain that the first letters of the rules we'll be discussing are all that are listed. Explain that before we get to discussing the meaning of the commandment, we'll try to guess what it is. Ask the students to name letters which might be used in the statement. Fill in the letters when they get them right. Allow them a few wrong answers before you give them a hint. Once they've guessed most of the letters, have them guess the rule.

3. Review each rule using the information from "Discussion Notes of the 10 Commandements."

DISCUSSION NOTES OF THE 10 COMMANDMENTS

1. Be on time. If you are going to be late, phone to let your supervisor know. If you are going to be absent, let your supervisor know. If you know ahead of time that you need to be absent, find out what your company's policy is by talking to your supervisor.

2. Communicate. It is very important that you get along well with your immediate supervisor. If you have any questions or problems on the job, talk to your IMMEDIATE SUPERVISOR about it. Do not talk about it with your supervisor's supervisor or the president of the company. Communicate with your supervisor.

   Your supervisor is your direct, or first boss. It is very important to build a good relationship with him/her since you will be working closely with him/her, and he/she will play an important part in your reviews at the company. If you have any questions about the job, ask your supervisor. He/she will be glad to explain and will be happy that you want to do a good job. Try to do the very best job possible. In America, we do all kinds of jobs for a company. If you are asked by your supervisor to help do something that is not your usual job, do it willingly. Show that you are eager to help and to learn new things. If you see a job that needs to be done and you know how to do the job and have the time to do it, offer to do that job. If you can be counted on to help when help is needed, you will be given the opportunity to learn new skills and will be given more responsibility and, of course, more pay.

3. Follow instructions. It is also very important that you follow instructions. Your supervisor will show you a particular way to do a job. He or she is telling you to do it that way because the company has learned from much experience that is the best way to do the job. You may want to do it another way. Follow your supervisor's instructions. If you see that there may be an easier, quicker way to do the job, you may suggest it to the supervisor. Perhaps your supervisor will want to do it that way. But if not, do it the way the supervisor tells you to.

4. Be thoughtful of your fellow workers. All of us want to feel important and needed. If you thank others for doing things for you, whether they are large or small offers of help, such as opening a door for you or actually helping you to do your job better and more quickly, they will know that you notice and appreciate them. In turn, offer the same kinds of help to others. They will be pleased that you see their need for help and are willing to give that help. Being willing to give of yourself will help you to make friends, to feel good about yourself and your job, and make work more pleasant for everyone.

   Remember, you are building a work history. Your supervisor

keeps records of how well you do your job, whether you are on time and when you are absent. He or she also keeps records of your attitude and how well you get along with your supervisor and other workers. So it will be very good for you to be known as a person who gets along well with others.

Although you may not know English, you can still make friends on the job. In fact, making friends will help you to learn English. You can ask other workers the English words for certain objects at work. This helps you become friends. Although other workers may not understand your language, everyone understands friendliness, helpfulness and saying "thank you."

5. Don't give gifts. Sometimes for birthdays or at Christmas time, you may want to give a supervisor a gift. This is very kind. But remember that giving your supervisor a gift does not mean that he or she will do favors for you or like you more. In America we give gifts without expecting anything in return. The best gift you can give your supervisor or other employee is a willing, helpful attitude and doing a good job. It is best to save your money and not give many gifts.

6. Be courteous and polite. If you have to wait in line, be polite and wait your turn. Do not push or shove. If you are considerate of others, they will be considerate of you.

7. Mingle with other employees. Everyday at work is a new day. Some days you will feel like spending your lunch time or rest periods by yourself. Some days you may feel like spending that time with other workers who speak your language. But it is important that some days you spend rest periods or lunch time with workers who do not speak your language. This helps you get to know them and help them get to know you. It is important to be liked and respected by other workers. This goes into your work record too. It will also improve your English because you will have a chance to practice all the English you learn.

8. Obey safety rules. If you work in a factory or shop, the company will have specific rules that you and all workers will be expected to follow in order to prevent as many accidents as possible. Depending on what your job is, these rules may include wearing gloves to handle hot or dirty materials, safety glasses to protect your eyes from flying pieces of metal or other objects, earplugs to protect your ears against loud noises and to wear closed-in shoes. FOLLOW THESE RULES AT ALL TIMES WITHOUT HAVING TO BE REMINDED. This will show that you are interested in everyone's safety and are, therefore, a responsible person. People who do not follow safety rules are

usually given two or three warnings which may include time off without pay. After these warnings, if a person disobeys a safety rule again, he is fired.

9. Do not wear valuable clothing or jewelry to work. Valuable objects may get lost or stolen. Also, sometimes other workers may misunderstand and think you are trying to "show off" your possessions.

   You should know, if you do not already, that SOME Americans do not like to have refugees moving to America. They do not understand your culture. They forget that their forefathers were once refugees too and were also misunderstood when they came to America. This makes it even more important for you to have a good attitude at work in order to give you and your people a good image. It also means not bringing expensive items to work which may get stolen or which some prejudiced individuals may misunderstand.

10. Adjust your pace of work. It is usually considered best to always try to achieve the best possible results on a particular job. Sometimes, though, people resent others who try to achieve more than they do themselves.

    When beginning a new job, observe the pace of work of the other employees. Determine for yourself what will be most suitable for you. Try to develop the delicate balance needed to satisfy production demands and also to maintain on-the-job friendships.

BEING ON THE JOB: 10 COMMANDMENTS

1. B_ O_ T___

2. C__________

3. F_____ I__________

4. B_ T_________

5. D____ G___ G____

6. B_ C_________ A__ P_____

7. M_____

8. O___ S_____ R____

9. D_ N__ W___ V________ C________
   O_ J_____ T_ W___

10. A_____ Y___ P___ O_ W___

COMPANY RULES & BENEFITS

RATIONALE:

Understanding company rules helps one become a successful worker. If the rules are not adhered to a worker may be terminated. Understanding company benefits also helps a job seeker identify the benefits that he/she desires and to find a company that has them. Older workers from other cultures may have had many years of experience learning rules and benefits from companies in their country. However, they might be quite unfamiliar with this information in the United States.

OBJECTIVE:

The purpose of this lesson is to give students a chance to compare and contrast the work environment in their country with that in the United States.

MATERIALS AND EQUIPMENT:

Discussion notes "Teacher's Guide to Benefits"

ACTIVITY:

1. Discuss with participants the following questions. Share the information in the "Teacher's Guide to Benefits" as the group discusses the questions so that the participants understand a "typical" American working environment.

    1. In your country, how many of you had a job? How many hours did you work each day? What days of the week did you work?

    2. How many days per week and hours per week do you think most Americans work? What kinds of jobs do you think involve working evenings and weekends?

    3. If you were working in your country, how long was your lunch break? Did you have other breaks? Who decided when to take breaks?

    4. Did you have vacation leave, sick leave at your job in your country?

5. What other benefits did you get with the job in your country?

6. What benefits do American workers that you know get?

7. What does "fringe benefits" mean?

8. What happened when you were sick? Whom did you call? When? Did you get paid for sick time?

9. Did it matter if you didn't appear for work? What happened?

10. How did you get paid? Hour? Day? Week? By the job?

2. Discuss with participants what they feel are the positive and negative aspects of the American work environment.

3. Conclude the lesson by asking participants to identify how their lifestyles may change, if they are to adjust to working in the United States.

A. Working hours

1. Most jobs require a forty-hour week. This generally means five days a week, Monday through Friday, eight hours a day.

2. Usually you work the eight hours in the day. Example: 8:00 a.m. to 5:00 p.m. However, companies which manufacture goods or are open for longer periods may have several shifts. For example, you may start at 4:00 p.m. and work until midnight, or even start at midnight and work until 8:00 a.m.

   What are some jobs that may require shift work?

B. Breaks and lunch time

1. Most jobs have two break periods a day and one lunch period.

2. The breaks are usually fifteen minutes and lunch is a minimum of thirty minutes up to one hour (this is within an eight hour workday). People usually eat lunch where they work. Lunch is normally not a full, hot meal.

C. Annual leave and sick leave

1. The policies for vacation time and sick leave vary from company to company, therefore it is your responsibility to find out your company's policies. How much time do you get? When can you start taking it? What happens if you use up more sick leave than you have?

D. Other fringe benefits

1. Some companies provide other fringe benefits in addition to vacation and sick leave.

2. Some examples are health and life insurance, retirement benefits and unemployment insurance. It is important to ask the employer what benefits are available at the interview and when you are hired.

LANGUAGE DEMANDS OF JOBS

RATIONALE:

Seniors new to the American workplace frequently have limited experience with English. This is often the main constraint to finding a job which utilizes their skills and is satisfying for them.

Different jobs however, make different language proficiency demands on the worker. By understanding these differences, the limited English speaker can choose jobs where he or she can function most effectively.

MATERIALS AND EQUIPMENT:

Participant Worksheet "What Are You Comfortable With?"

ACTIVITY:

1. Explain that the class will be recalling and thinking about work situtations which the participants have experienced.

2. Hand out the Participant Worksheet, "What Are You Comfortable With?", and explain that as the class discusses each different use of language on the job, the participant will rank them on a five point scale from "this makes me uncomfortable" to "comfortable--this is easy for me to handle." Give an example of how to mark the scale.

3. Have participants complete the worksheet and make sure that they are marking it correctly.

4. Conclude the activity by having each class member name three or four job situations in which he/she is comfortable. Ask them and the class to suggest jobs which involve these situations.

WHAT ARE YOU COMFORTABLE WITH?

Mark the following job situations according to how you feel about them: Column 1="uncomfortable" to Column 5="comfortable." If your feelings fall in between mark 2, 3 or 4.

	UNCOMFORTABLE				COMFORTABLE
	1	2	3	4	5
1. The vocabulary of the job is technical.	o	o	o	o	o
2. The job site is frequently noisy.	o	o	o	o	o
3. The job demands working with customers.	o	o	o	o	o
4. The customers are frequently upset.	o	o	o	o	o
5. The job requires working with many other people.	o	o	o	o	o
6. The job requires working only with people who don't speak your language.	o	o	o	o	o
7. My supervisor is usually busy.	o	o	o	o	o
8. The job requires frequently meeting new people.	o	o	o	o	o
9. The job requires reading unfamiliar written materials.	o	o	o	o	o
10. The work is not really what I want to do.	o	o	o	o	o

SPOKEN INSTRUCTIONS

RATIONALE:

Spoken directions or instructions for carrying out a task are a large part of the communication around jobs. Supervisors give instructions and employees share instructions among themselves. "Instructions should be clear, complete and concise," say the experts. Instructions should also be given carefully so that the speaker knows that the listener has understood.

OBJECTIVE:

The purpose of the lesson is to give the workshop participants an opportunity to observe the difficulty of spoken instructions, and to discover strategies which they can use to improve their speaking and listening skills. The lesson can also provide the instructor with an assessment of the readiness of the class members for work.

MATERIALS AND EQUIPMENT:

Participant Worksheet "Pick-up Truck Instructions."

ACTIVITY:

1. Put this stick figure drawing on the board. Ask participants what it means to them. Discuss it. Tell participants that in this activity they will use their skills in a) listening to job instructions, and b) communicating job instructions correctly to someone else.

2. Explain that a team of five participants will leave the main classroom. As they are brought back into the room, one at a time, they will be given a set of instructions.

3. Explain that you will read the instructions aloud to the first team member coming back into the room. This first member will try to remember the instructions so that he or she can communicate these instructions to the next participant coming into the main classroom.

4. In turn, each of the remaining team members will hear the instructions and then attempt to repeat them to the next member. This procedure will be repeated until all members have participated. The fifth team member will repeat the instructions to the entire class.

5. The person receiving the instructions may <u>not</u> ask questions. the person giving the instructions may <u>not</u> repeat the instructions.

6. Distribute Participant Worksheet "Pick-up Truck Instructions." Those people not participating in the passing of information will listen as each person repeats the instructions, noting any mistakes on the worksheet.

7. After the activity is completed, have the students use their worksheets to answer the following questions:

   - How did the instructions change as they were passed from person to person? What was added or left out?

   - What effect could mistakes in the instructions have on the way the job is done?

   - (To team members): How could you improve the giving and receiving of instructions?

     Examples: asking questions
     repeating the instructions
     writing the instructions down

   - (To team members): Do you think that asking questions and repeating the instructions would improve accuracy? Why or why not?

8. Repeat the process again. This time, permit participants to ask questions, repeat instructions or write notes to themselves.

9. Participants not active in the passing of information will note mistakes on the worksheet as before. In addition, have them note how each team member made sure he or she understood the instructions.

10. After the team has completed the second exercise, conduct a group discussion of the following questions:

- Was the second team more accurate than the first team? Why?
- (To team members): Did asking questions help you to understand the instructions? Why?
- (To team members): Did it help you to repeat the instructions? Why?
- What are the hazards of giving spoken instructions?
- How can these hazards to avoided?

  Examples: Take written notes.
  Ask questions.
  Repeat instructions.
  Pay close attention.

- How can we improve our skills in giving spoken instructions?

  Examples: State instructions simply.
  Ask if there are any questions.
  State instructions slowly.

- List additional ways of making sure we give and receive instructions correctly.

  Examples: Assign numbers or steps to each part of the instructions.

  When giving instructions, tell the reason for doing a task.

  Don't trust your memory. You may be given additional information, which may confuse you or cause you to forget.

  Write down names and new words.

PICK-UP TRUCK INSTRUCTIONS

Ask Jim Richards for the key to the blue pick-up truck. Drive the truck to the automotive shop in Building B. Tell the mechanic to change the right front tire. Ask the mechanic to leave the ignition key under the left sun visor. Tell Tom to go to the shop tomorrow morning and drive the truck back here.

TEAM MEMBER	MISTAKES
#1	
#2	
#3	
#4	
#5	

ASSERTING YOURSELF

RATIONALE:

It is important on the job to clearly and tactfully communicate to others what you need and expect from them. The way to do this is by engaging in assertive behavior, that is by expressing yourself honestly but with respect for the feeling of others. Workers who are new to America may be overwhelmed and intimidated by Americans and they may be afraid to be assertive. They often say "yes" when they really mean "no." However, to be successful, workers must be honest and tactful and acknowledge the feelings of others. They must take control of their lives and still be liked and respected.

OBJECTIVE:

The purpose of this lesson is to teach appropriate assertive behavior. Participants will learn this by responding to and discussing situations.

MATERIALS AND EQUIPMENT:

Participant Worksheet "What Would You Do?"

ACTIVITY:

1. Distribute the Participant Worksheet "What Would You Do?" Ask participants to read the situations, consider them and respond honestly, selecting answers that describe what their behaviors might be.

2. Discuss the situations and their responses with the participants. Be sure to discuss each possible answer to each situation so that participants will be able to understand the positive and negative ways of handling each situation.

3. Explain to the participants that you are encouraging them to be assertive and to say "yes" only if they really mean "yes." Not to say "yes" but feel inside that they want to say "no."

   - Assertiveness means letting others know your thoughts and feelings and at the same time respecting their feelings.

   - Assertiveness is not being aggressive or passive, but expressing your feelings in a positive manner.

4. Remind participants that many of them come from cultures where people are expected to be passive--especially women and young people. In the United States, this mode of behavior is not respected. Americans prefer assertive behavior. Encourage them to practice responding to situations with assertive behaviors.

WHAT WOULD YOU DO?

Directions: Read each situation, consider it and select an answer based on what you would do.

Situation 1

You are working as a store clerk and it is time for the store to close and you to go home. There are still some customers in your department looking at things they might want to buy. You would:

a. Walk up to them and say that they must leave because the store is closing now.

b. Walk up to them and ask if you can help them since the store is closing.

c. Walk away and leave the department to get your belongings and go home.

d. Do nothing and wait for them to leave.

Situation 2

You are offered a job as a janitor in a school. You really don't want the job because it's not what you want to do. You were a teacher in your native country before coming to the United States. You would:

a. Accept the job because your family expects you to.

b. Say "no, thank you" at the interview. "The job is not appropriate for my skills."

c. Accept the job, but don't show up for work.

d. Accept the job because it is a janitor in a school and hope that eventually you will be given a teaching job.

Situation 3

At work your supervisor gives you instructions that you don't understand. You would:

a. Shake your head "yes" and say you will do them, even though you don't understand.

b. Ask a fellow employee who was listening to explain to you what the supervisor told you to do.

c. Interrupt the supervisor and say, "You are talking too fast, I don't understand."

d. Wait until the supervisor is finished talking and then ask him/her to repeat the instructions and ask questions when you don't understand.

Situation 4

You are going to be 15 minutes late when you get to work. You should:

a. Come in and sit down and say nothing to anyone.

b. Apologize to your supervisor and tell him or her that you will work overtime that evening to make up the 15 minutes that you were late.

c. Not go to work because you will be fired anyway.

d. Apologize to your supervisor many times during the day and agree to work overtime one hour to make up for the time you were late.

ANSWERS TO "WHAT WOULD YOU DO?"

Situation #1

a. No. This is rude and not in the best interest of the store.

b. Good. It is very appropriate to gently remind them that the store is closing. By helping them, they may make quicker decisions.

c. No. This behavior may get you fired.

d. No. The customer might not know the store is closing. Do "b" first.

Situation #2

a. This may be okay if family pressure is important or if you really need the money.

b. This is the polite way of not accepting the job.

c. No. This is extremely discourteous to the employer.

d. You may do this; however, very few people move from janitor directly into teaching jobs. Perhaps by working you may be able to go to school and get the appropriate credientials that the school requires, and then apply for a teaching job.

Situation #3

a. No. How will you carry out the directions if you don't understand? You may be fired if you don't do what you were instructed to do.

b. In this instance, it may be okay. But what will happen next time if a friend is not nearby to listen to the instructions and then help you.

c. No. It is rude to interrupt.

d. Good. This way you will understand the instructions and carry them out correctly.

Situation 4

a. No. You should say something to your supervisor.

b. Good. This is the best way of handling the situation.

c. No. You probably will not be fired for only being 15 minutes late especially if it is your first time.

d. There is no reason to apologize more than once. Your supervisor will not appreciate it. It is also not necessary to work an hour overtime if you were only 15 minutes late, unless your supervisor requests it.

JOB & THE FAMILY

RATIONALE:

Job needs and family needs impact one another in many important areas. Indeed most people work so that they can support themselves and their families. Occasionally, the needs of these two areas conflict and cause disharmony. The nature and the degree of the conflict are influenced by the culture in which they take place. The older limited English speaking person has had many years to develop strategies and behaviors for meeting the demands of both work and family within his or her culture. However strategies developed in one culture may be inappropriate in the United States. It becomes important for this group to examine some of their behaviors and strategies so that they will become successful in their new culture.

OBJECTIVE:

The purpose of this lesson is to examine situations related to family and the job and to teach appropriate behaviors in dealing with conflicts in this area.

MATERIALS AND EQUIPMENT:

Participant Worksheet "Problems of the Job and the Family," "Teachers Answer Key," chalkboard.

ACTIVITY:

1. Ask participants to identify some family problems that they had which conflicted with their job when they were in their home country. How did they resolve the problems?

2. Tell the participants that they are going to discuss job and family problems that may occur in the United States. Distribute the worksheet "Problems of the Job and Family." Ask the participants to read the situations and answer the questions as best they can. Give them approximately 15-20 minutes to complete it.

3. Review each of the questions and discuss the participants' answers. The "Teachers Answer Key" identifies the best answer, however all answers may be correct depending on the individual.

4. Discuss how culture affects attitudes toward family and job and how they may have to develop new strategies and behaviors for coping with family and job conflicts in the United States.

PROBLEMS OF THE JOB AND THE FAMILY

1. Rosa has been working at her new job for two weeks. She has just learned that her mother in Mexico is very ill and has been told that she has four months to live. What should Rosa do?

   a) Quit her job and move to Mexico.

   b) Immediately ask her boss for four months leave of absence.

   c) Coordinate activities as much as possible with relatives in Mexico and let her boss know she will need time off in the near future.

   d) Stay at her job and hope her mother gets better.

2. For a long time Edward has wanted to take his grandchildren to his job so they could see the place where he works. What should Edward do?

   a) Ask his boss if he could bring them in sometime for a short visit.

   b) Forget it.

   c) Just bring them in, after all everyone loves kids.

   d) Bring them in after work hours.

3. Christino wants to take his family on a vacation. He knows there will be time next month when his family will be free to do this. How should he deal with this at work?

   a) Don't tell anybody. Just take the time off.

   b) Wait one week before the needed time off and then ask his supervisor.

   c) Immediately check with the owner of the company if it is okay.

   d) Immediately check with the supervisor if he can get this time off.

4. Ana's mother is arriving at the airport today. Ana has to work. What should she do?

   a) Ask her supervisor if she can take the day off.

   b) Just leave when she has to to pick up her mother.

   c) Arrange to have someone else meet her mother at the airport.

   d) Call her mother to ask her to cancel her visit.

5. Edwardo thinks it would be a friendly gesture to invite his supervisor over for dinner to meet his family. What should he do?

   a) Invite his supervisor for dinner.

   b) Invite his supervisor and his supervisor's family for dinner.

   c) Don't invite his supervisor for dinner, as this might put the supervisor in an awkward situation, especially with the other employees.

   d) Invite the supervisor out to lunch instead without the family.

6. Maria is a little upset because she has shown photographs of her family to her co-worker and her co-worker has not talked to her at all about her family. How should Maria handle this?

   a) Forget it. The co-worker may not be interested in talking about families.

   b) Ask the co-worker if she has pictures of her family.

   c) Confront the co-worker on her rudeness.

   d) Loan the co-worker a camera.

7. There is a higher paying job available at the company where Josephine works. She is eligible to compete for this position but wonders if she should tell her unemployed husband to apply instead. What should she do?

   a) Discuss this with her husband.

   b) Apply and not tell her husband.

   c) Both could apply for the position.

   d) Have her husband apply for the position she will be leaving to accept the new position.

8. Because of the busy season, Lita has been asked to work late. Lita had planned on going home at the usual time to care for the family and cook dinner. What should she do?

   a) Refuse to work overtime.

   b) Call some member of the family and let them know she'll be home late.

   c) Leave at the normal time.

   d) Tell the supervisor she has to take care of her family and can not work overtime.

9. Regina has a chance to advance in her job, however it requires that she travel out of town for one day. She is afraid her husband will not like her traveling. What should she do?

   a) Turn down the advancement.

   b) Ask the supervisor to arrange it so that she does not have to travel.

   c) Lie to her husband.

   d) Discuss the benefits and problems of the new position with her husband.

10. Roberto has been out of work for two months. He feels pressure from his family to accept any job. He has been offered a job as a cook at McDonald's but feels he has a chance at a better job. What should he do?

   a) Accept the job at McDonald's and hope to move up within the company.

   b) Accept the job at McDonald's and look for other work in the meantime.

   c) Refuse the job.

   d) Talk it over with the family.

TEACHERS ANSWER KEY

1. c
2. a
3. d
4. a or c
5. c is best, but also could be a or d
6. a or b
7. a
8. d
9. d
10. b or d

RELATING TO SUPERVISORS

RATIONALE:

Through job experiences in their own country, senior workers have developed ways of relating to their supervisors. Since they now live and work in the United States, it is important for them to understand how Americans relate to their supervisors so that they can be successful on a job.

OBJECTIVE:

The purpose of this lesson is to help older workers from other countries compare and contrast supervision in the United States with supervision in their country. Workshop participants will discuss the similarities and differences and identify attitudes they must change if they are to succeed in the American work environment.

MATERIALS AND EQUIPMENT:

Four pictures: a male, a female, a person who is obviously in his/her 30's, a person obviously in his/her 50's or 60's.

ACTIVITY:

1. Ask the class to define the words "supervisor" and "supervision" and identify a common definition.

2. Show the class two pictures--one each of a male and female. Ask the class to identify which individual they feel will be the supervisor on a job.

3. Show two more pictures--one of a person in their 50's or 60's and another of a person in their 30's or 40's. Ask the class which individual they feel will be the supervisor on a job.

4. Show two pictures of a male and a female (some of the pictures previously shown may be used again). Ask the class how they would address these people if they were their supervisors.

   - Mr. John Davis or John
   - Miss Norma Hernandez or Norma

5. Discuss with the group their responses to the questions. Their responses will be influenced by the customs in their native countries. Encourage them to compare supervision in their country with supervision in the United States. Three ideas should emerge from the discussions.

   A. A supervisor in the United States may be either male or female. Both are accepted and female supervisors are occuring with increasing frequency, especially as supervisors of entry level jobs. An older worker may, then, be supervised by a younger male or female.

   B. Supervisors may be both young and old. In the high tech industries, supervisors are often very young. This may be a difficult concept for people who are in their 50's and 60's to accept--supervision by an individual who could be the age of their son or daughter.

   C. Supervisors will identify how they want to be addressed and the use of first names is frequently the manner accepted for speaking to a supervisor.

6. Discuss with the group that they may have to change their attitudes or find a job where the method of supervision is acceptable to them for them to be successful on a job. For example:

   - Don't work under a female if you do not believe that females should be supervisors.

   - Don't work for a company where there is very little supervision if you feel that the supervisor is the master and you are the servant. Encourage the participants to talk about this concept. Workers in the United States do not think of themselves as servants.

7. Conclude the lesson by reminding the participants that to be successful on a job, they must understand the role of supervision in the United States and identify their biases towards supervision.

UPWARD MOBILITY

RATIONALE:

Many newly employed immigrants will begin their United States work experience in an unskilled position. Therefore, they will be interested in upgrading their position as soon as possible.

OBJECTIVE:

The purpose of this lesson is to help participants understand the concept of "upward mobility" and its implications for employment opportunities for them in the United States.

MATERIALS AND EQUIPMENT:

Participant Worksheet "Changing Jobs," chalkboard.

ACTIVITY:

1. Ask participants for examples of how people can improve their economic or employment position. They may suggest:

   - promotion
   - work up through the levels of a particular job or organization
   - change jobs or organizations to upgrade one's employment status.

   This concept of moving from one company to another may be difficult for participants to understand. It is common in some countries to go from school to a job and to remain in that job for many years.

2. Ask the participants to explain how people in their native country upgrade their jobs and "move up the career ladder." Explain that in the United States changing jobs as a means of upgrading a position or furthering a career is expected and permissable. The United States labor force is unique for its mobility from job to job and place to place.

3. List on the chalkboard the first job and progressive jobs that you or someone you know has had. The idea is to show upward mobility and that even college students work at manual labor and entry level jobs to earn money.

4. Distribute copies of the Participant Worksheet "Changing Jobs," explain it and have the participants complete it. Discuss their answers with them. All the answers may be correct, but some may be more appropriate than others.

5. After completing the exercise, explain that people's values and needs as well as their skills influence the jobs they select when they come to the United States.

CHANGING JOBS

Read the situations below and circle the job that you think the person should apply for. (All of the answers may be correct but select the one you think is the best.)

1. Frank Perez was an accountant for the government in the Philippines. He needs a certificate to work in the United States. He does not want to go to school to obtain the certificate. He should apply for a job as a:

   a. small store manager

   b. secretary

   c. cashier

2. Peter Schmidt is an electrician. He wants to join an electrician's union. The union says it may be two years before he may join. He should apply for a job as a(n):

   a. auto mechanic

   b. computer repairperson

   c. TV-stereo salesman

3. Henry Chang was a lawyer in Taiwan. He cannot work as a lawyer here until he passes the state exam. He needs a job now. He should apply as a(n):

   a. paralegal assistant

   b. office clerk

   c. classroom aide

4. Anna Lopez was a pharmacist in her country. She must pass an exam to work in the United States. She does not feel her English is good enough to pass the exam yet but she needs to work. She should apply for a job as a(n):

   a. office clerk at a hospital

   b. electronics assembler

   c. drugstore clerk

5. Van Vu works as a janitor in an elementary school. He was a teacher in Vietnam. He needs a certificate to teach in the United States. He is going to school and taking courses to obtain the certificate. He should:

   a. stay at his job as a janitor even though it is a low-level job

   b. get a job as a bilingual classroom aide

   c. work as an office clerk at the college where he is attending classes

6. Fernando Ramariz owned a farm in Nicaragua. He is living in San Francisco with his family. He cannot work as a farmer because there are no farms in San Francisco. He should:

   a. stay in San Francisco and get a low-skilled job such as a laborer in a warehouse.

   b. move his family to Stockton so that he can work on a farm.

   c. attend a training program so that he can learn new skills and get a good job in San Francisco.

USING THE TELEPHONE

RATIONALE:

In our culture, the telephone is a major communications tool. Almost all aspects of business and public service depend on the telephone as a means of conducting business. In the United States this dependency has had a relatively long history. People from other cultures and countries do not share this history and may be unfamiliar with many aspects of phone usage. These people are at a disadvantage in finding and holding onto jobs, particularly when the job requires extensive phone work. It is important, therefore, that these people learn some fundamentals of using the telephone.

OBJECTIVE:

The purpose of this lesson is to teach some basic concepts in telephone usage, particularly as they relate to the job.

MATERIALS AND EQUIPMENT:

Participant Worksheet "Telephone Questionnaire," and "Telephone Questionnaire Answer Key."

ACTIVITY:

1. Discuss the importance of using the telephone and the difficulty in communicating with another person whom you cannot see.

2. Distribute the worksheet "Telephone Questionnaire" and ask the participants to complete it.

3. Discuss the answers with the participants.

THE TELEPHONE QUESTIONNAIRE

Place a "C" next to the telephone activity that seems correct and a "I" next to an incorrect activity.

When speaking on the telephone on the job:

_____ 1. Pay attention only to the person to whom you are talking.

_____ 2. It is good to also eat your lunch as this saves time.

_____ 3. Use words like: "Sure", "Right" or "Yes" to let the person on the other end know that you are following them.

_____ 4. Use slang words wherever possible.

_____ 5. Speak as quickly as possible.

When answering the telephone while on the job:

_____ 6. Let the phone ring a few times before answering it.

_____ 7. Answer with the name of the organization and your name.

_____ 8. Ask the caller to hold if you are busy.

When taking a message:

_____ 9. Ask the caller to "Please hold" while you get a pencil or paper.

_____ 10. If you cannot spell the caller's name, ask the caller to spell it for you.

_____ 11. Do not repeat the message as this shows bad manners.

When making a telephone call at the job:

_____ 12. Practice what you are going to say before you make the call.

_____ 13. Have all necessary information at hand (file folders, appointment schedule, notes, etc.).

_____ 14. Call anytime during business hours.

_____ 15. Identify yourself and state your business.

TELEPHONE QUESTIONNAIRE ANSWER KEY

1. Correct
2. Incorrect
3. Correct
4. Incorrect
5. Incorrect
6. Incorrect - It is best to answer as soon as possible.
7. Correct - Check with supervisor as this policy may vary.
8. Correct
9. Incorrect - It is best to have these materials ready.
10. Correct
11. Incorrect
12. Correct
13. Correct
14. Incorrect - Noon or lunch time is not a good time to call.
15. Correct

GATHERING JOB INFORMATION

RATIONALE:

Other than using friends and relatives, many older workers from other cultures seem to lack resources for gathering information about jobs which are important to them. Collecting job information is important because it serves as a basis for immediate and future vocational decision-making. Some of these decisions center around skills required by the job, job availability, salary, licensing/certification, and advancement on the job.

OBJECTIVE:

This lesson will teach participants to identify a number of major resources which they would find useful in gathering job information.

MATERIALS AND EQUIPMENT:

Chalkboard. (Optional: career/job information publications such as the Occupational Outlook Handbook, "California Occupational Briefs," newspaper job classifications, job announcements, etc.)

ACTIVITY:

1. Begin the presentation by asking participants to write down three job titles which interest them and then to put their lists aside; explain that you will return to their lists later in the exercise.

2. Discuss with participants why it is that they need information about jobs. Then ask how they can get information about jobs. What sources can they use? Write their answers on the board.

3. The following are sources that they might list:

   - Friends, relatives and people they know
   - Newspapers
     - Classified section
     - Business section

- Community colleges
  - Professors
  - Other students
  - Career centers
  - Classes
- Libraries
  - Trade magazines, career publications, associations' publications, books on jobs and careers
- Volunteering
- Unions
- Affirmative Action Groups
- Employers (public and private)

4. Ask participants to take a look at their lists of three jobs. Ask for a volunteer to give an example from his list of the job he/she knows least about. Demonstrate how one could use the sources for job information to gather more information on that job. Repeat this activity with other participants.

5. Demonstrate the use of various career/job information publications such as:

   a. Occupational Outlook Handbook (Available from the Bureau of Labor Statistics, 450 Golden Gate Avenue, San Francisco, CA 94102)

   b. "California Occupational Briefs" (Available free from the Labor Market Information Section, 800 Capitol Mall, MIC 57, Sacramento, CA 95814)

   c. Newspaper job classifications

   d. Job announcements

WHERE ARE THE JOBS?

RATIONALE:

In the process of planning a career or job search, many people want to know if certain jobs are more in demand than others. The California Employment Development Department uses a system, Labor Force and Industry Outlook, to indicate which industries employ how much of the labor force. With this information, one can determine which industries have the greatest employment and therefore the best chance for one to become employed.

OBJECTIVE:

The objective is to teach an understanding of the availability of jobs locally.

MATERIALS AND EQUIPMENT:

Teacher Notes "Industry Percentages" and "Industry Graph with Job Titles," chalkboard, and yardstick--or large felt board with many felt pieces--or large pin board with many strips of paper.

This activity is based on the pie graph of the Employment Development Department's (EDD) "Annual Planning Information--San Mateo County--1984-85." The idea is to construct a bar graph using the percentages listed for each industry on the pie graph. The height of the bars on the graph is determined by its percentage and whatever measurement scale you are using. For instance, if you are using a yardstick, the Services Industry would be 22.1% of three feet or approximately eight inches.

ACTIVITY:

1. Explain to participants that they are going to learn which industries are found most often in San Mateo County and which jobs are most in demand in the County.

2. Present to the participants the bar graph that you have constructed from the Teacher Notes "Industry Percentages" and define each industry. Explain how to read the bar graph and what it means in terms of looking for a job in San Mateo County.

3. Tell the participants: "I am going to show you some job titles. Can you tell me the industry in which these occupations would most commonly be found?" Start with an easy one such as "farmer" which would be placed in the industry of agriculture. Place this job title on the graph. See Teacher Notes "Industry Graph with Job Titles" for ideas. After all the job titles have been placed in their proper industry areas, explain to the class that the graph shows which industries hire the greatest number of people in San Mateo County. It also indicates examples of jobs in those industries.

4. Discuss with participants information that can be learned from the graph. For example:

   - Which industry could you consider first if you wanted a job right away?--Service.

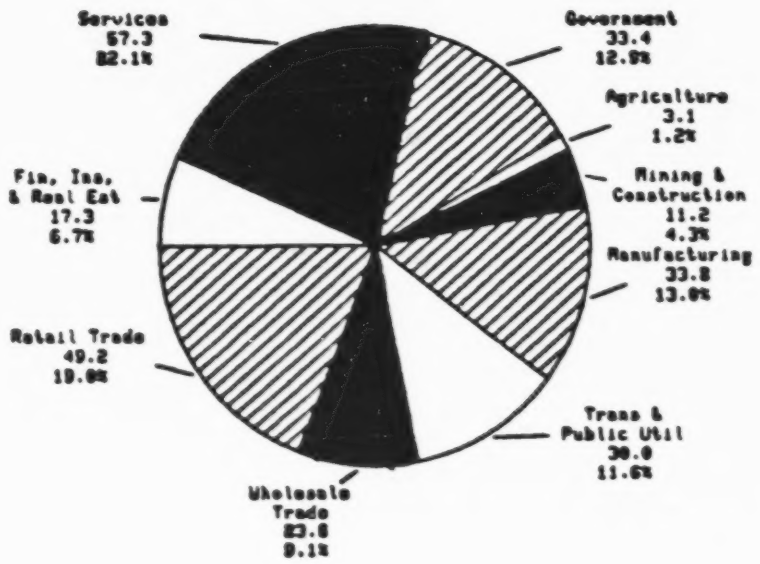
   - Which industry hires the fewest workers?--Agriculture.

   - If your previous job was a(n) _____, which industry would that job be in?

INDUSTRY PERCENTAGES

SAN MATEO COUNTY

Industry Wage and Salary Employment
December 1983

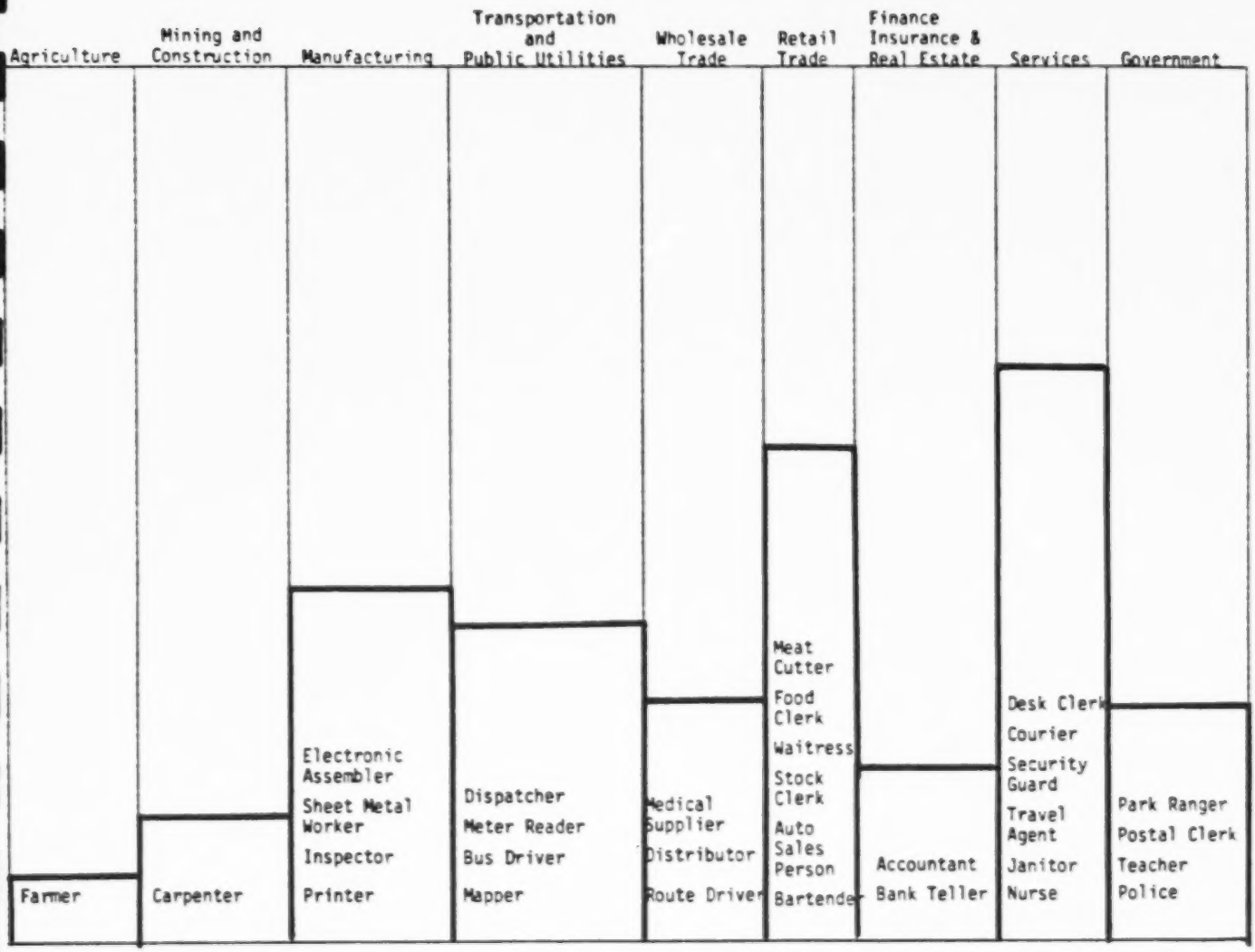


(Amounts in thousands)

Taken from "Annual Planning Information--San Mateo County--1984-85, available free from California State Employment Development Department.

BEST COPY AVAILABLE

INDUSTRY GRAPH WITH JOB TITLES



EMPLOYER SURVEY

RATIONALE:

Being out of work for a length of time can be discouraging for anyone. It is considerably more so for the older worker who speaks limited English. The actual San Mateo County employment experience of other persons who speak limited English might serve to motivate and guide the seniro who is planning to seek work.

OBJECTIVE:

The purpose of this lesson is to teach and discuss findings from the Employer Resource Survey conducted by San Mateo County in 1983 which will aid the participant in developing future vocational plans.

MATERIALS AND EQUIPMENT:

Teacher's Notes: "Languages," "Industries," and "Company Size."

ACTIVITY:

1. Tell the participants you will be discussing information taken from a survey of employers of limited English speaking people of San Mateo County. It is important to point out that the statistics were gathered from a survey of approximately 350 employers in San Mateo County in 1983. This number does not represent the total number of employers in San Mateo County nor were all types of industries contacted.

2. Report to the group that understanding and speaking English was found to be a factor in the success of the limited English speaking employee. Most employers required the worker to understand a supervisor's oral instructions in English. Only a few had bilingual supervisors. The more complicated the job or the more interaction involved, the more English was required.

   At this point you might ask the participants' their reactions. Does the need for English surprise anyone? Has anyone had experiences which might confirm or disagree with this information?

3. Using the Teacher Notes "Languages," ask participants if they can guess which language, other than English, was most widely spoken (Spanish). Ask this question in regard to the second, third, and fourth languages.

4. Discuss the types of industries that employ limited English speaking workers using the Teacher Notes "Industries." Mention that "Manufacturing" is first, "Service" second, and "Retail Trade" is third. This differs from the conventional labor market surveys which have "Service" as number one, "Retail Trade" second, and third as "Manufacturing." Ask the group if they can guess why this is so. One probable reason is that "Retail" and "Service" usually require more interaction with people while "Manufacturing" mainly requires taking instructions to produce a product. Also mention that manufacturing is an industry area which is declining. In the near future there will be fewer jobs available in that particular industry.

5. Discuss with the group the information on Teacher Notes "Company Size." Note the majority are employed in companies of 61-100 employees.

   Discuss the characteristics of this size company and the reason so many limited English speaking people are employed with them. The tasks may be more specialized so the limited English speaking worker does not need to perform a variety of duties as they might in a smaller company. The larger companies may require more sophisticated specialization or may screen out applicants which lack certain skills.

6. Conclude by mentioning the major points of the survey: the need for English speaking and writing skills on the job, most limited English speaking workers are employed in manufacturing and most work in medium size companies.

LANGUAGES

The most common native language (other than English) which are spoken in the businesses surveyed in San Mateo County were:

Language	Number of Companies Employing People Which Speak That Language
Spanish	164
Chinese	54
Filipino	50
Vietnamese	40
Tonganese	17
Korean	13
Japanese	13
Indian	12
Samoan	11
Portuguese	6
Arabic	5
Cambodian	2
Thai	1
Laotian	1

INDUSTRIES

The number and type of industries which employed the limited English speaking worker in San Mateo County were:

Industry	Number of This Type of Industry
Manufacturing (electronics, fabric ceramics, plastics, machining)	84
Service (health care, janitorial hotel/motel, laundry)	61
Retail Trade (gas station, restaurant, fast food)	37
Wholesale Trade (liquor, foods)	12
Government (county government, schools)	4
Agriculture (landscaping, growing)	4
Transportation and Public Utilities (airlines, public utilities)	3
Mining and Construction	0
Finance, Insurance and Real Estate	0

COMPANY SIZE

The size of companies that hire the limited English speaking worker in San Mateo County:

Number of Employees	Number of Companies With These Employees
1 - 10	2
11 - 60	10
61 - 100	57
101 - 500	18
501 - 1000	6
1001 - 2000	1
2000 +	3

LEARNING ABOUT JOBS

RATIONALE:

In selecting a job, a person needs to be aware of the factors which influence job selection and to have his/her values in priority. This is even more true for a person who is new to our culture. Older workers may have even greater difficulty as their decisions about job are based on years of experience in another culture. To organize a vocational decision, it is helpful to have a system with which information can be collected and compared.

OBJECTIVE:

To teach a system whereby one can compare job information as it relates to their needs.

MATERIALS AND EQUIPMENT:

Participant Handout "Comparing Job Information," chalkboard.

ACTIVITY:

1. Ask participants to volunteer important things to consider when thinking about jobs. Write their responses on the chalkboard.

2. Once you have 15 or 20 responses on the chalkboard, ask the participants whether they can see categories into which the responses might be placed. Responses will usually fall into six categories: money, interests, skills, schedule, job title, and industry. Write these categories on the chalkboard as the class suggests them. Define each category briefly by using the data supplied in the Participant Handout "Comparing Job Information."

3. Ask participants to indicate the category into which their responses fall.

4. Discuss these categories, asking the group how they have used them in the past and how they might use them in the future.

5. Distribute the Participant Handout "Comparing Job Information." Remind them that as they move toward a vocational decision they might want to look over this list and think about the job from these different perspectives.

COMPARING JOB INFORMATION

MONEY--How much money one needs to earn. The amount one needs to earn can be based on practical needs (food, shelter, clothing, comforts, etc.) or on emotional needs (status). Some jobs provide salary increases at a faster rate than others. Some jobs provide better benefits (medical, life insurance, etc.) than others, as much as one third of the salary. Some salaries are based on commission (sales) or agumented by tips (waiter, waitress).

INTEREST--What you enjoy doing. This could include comparing activities that interest you, for example: working outdoors versus indoors, working with people or data (information) or things (tools, machines). What you enjoy doing can sometimes be found in one's hobbies or in the kinds of people with which one likes to associate.

SKILLS--What one can do. Skills are usually acquired through practice and experience. The degree to which a skill is developed depends on innate abilities (with which one is born) and environmental factors (your surroundings allow you to acquire the skill). Identifying your skills is a process of thinking about your experiences and what you've accomplished. Skills can be mental (reasoning, planning), social (coordinating, teaching, helping), physical (manipulating, use of tools), and verbal (persuading, reasoning).

SCHEDULE--This has to do with the time one spends on the job. Part-time, full time, permanent, and temporary are all parts of a schedule as are the hours one works (swing-shift, split-shift, graveyard, 8:00 a.m. to 5:00 p.m., etc.).

JOB TITLE--The name of the job. Job titles are a system whereby one can identify similar characteristics of various jobs. For example, one can suppose that a clerk typist in a bank would need the same basic skills as a clerk typist in an insurance company. By identifying the job title, one can quickly get into other systems of job finding (job announcements, classified ads, other publications, friends, etc.).

INDUSTRY--The place where one works and the product that is produced is called the industry. For example, the service industry provides services for people while the agricultural industry provides basics that are grown (fruit, cattle, cotton, etc.). The system for industry classifications can be found in the "Annual Planning Publication."

This information is taken from "Annual Planning Information--San Mateo County--1984-85" which is produced by the California State Employment Development Department.

INFORMATIONAL INTERVIEW

RATIONALE:

After acquiring general information about a job, older workers new to work in America may need more specific information. They might want to know what the job environment is like, how the job they did in their native country compares with the same job in the United States, or how a worker feels about his job, how he got that job, and his expectations for the future. The informational interview process is quite useful in answering questions such as these. This process also allows limited English speakers to practice their English and to overcome barriers they might feel in meeting strangers.

OBJECTIVE:

The purpose of this lesson is to describe the benefits of the informational interview process and to teach how to conduct an informational interview to older workers new to America.

MATERIALS AND EQUIPMENT:

Participant Handout "Sample Questions," chalkboard.

ACTIVITY:

1. Explain briefly the purpose of the lesson. Participants are going to learn a process for gathering information about a job from a worker.

2. Pair off the participants. Ask them to interview each other about past jobs they have held. If they have not had a job, have them talk about an activity which has been very important to them. One should act as the interviewer and one as the interviewee for ten minutes and then switch roles for another ten minutes. Tell the interviewers they can ask any questions which would help them get information about that job or activity.

3. Bring the participants together again. Ask how it went. Could they talk easily about past experiences? Was it difficult thinking of questions to ask? Then ask, "What questions elicited the most useful or interesting information?" List these on the chalkboard.

4. Ask the group how it felt to be the interviewer and interviewee. Were they embarrassed about asking the questions and did the embarrassment diminish at all? Did they become more interested as the interviewer talked? Did they enjoy talking about their past jobs or experiences? Which role, interviewer or interviewee, did they enjoy more?

5. Tell the group that many of the feelings they felt were similar to what they might experience in an informational interview and many of the questions were ones which you would ask in an informational interview.

   Emphasize to the group that an informational interview is <u>not</u> applying for a job. During an informational interview, a participant interviews a worker for information about their job, career and workplace. The participant controls the interview and determines the questions to ask of the worker. Remind participants that informational interviews should only be 15-20 minutes in length. Most workers are very happy to provide informational interviews as long as they are short.

6. Explain that informational interviews:

   a. Get first-hand information, information which is not found on job announcements.

   b. Identify whether a job has the same responsibilities in the United States as it did in the participant's native country.

   c. Observe the physical environment, how people dress, and the "work atmosphere."

   d. Create further job opportunities by helping workers become more familiar with the job, provide other contacts as well as establish a one-to-one relationship with the employer being interviewed.

7. Distribute the Participant Handout "Sample Questions." Have the group compare their questions with the ones on the handout. Participants should prioritize the questions they want to ask in an informational interview based on their personal values, job values and the work environments they have identified as wanting on a job.

8. Optional: At this time or at another meeting, you could ask participants to pair off again and try using the handout as material from which to practice the informational interview.

9. Conclude by restating the major points, particularly those outlined in #6.

SAMPLE QUESTIONS

Description of the Job

What are the major job tasks? What are the major skills needed?

What are the physical demands of the job?

What are the hours?

Can you tell me about a typical day on your job?

What kind of environment do you work in?

What kind of people do you work with?

What do you like most about your job?

What do you like least?

Do you have to work with the public? In what way?

Is there a lot of supervision?

Is there any travel required?

Is safety important?

Preparation for the Job

How did you prepare yourself for this kind of work?

How old were you when you decided on this type of work?

Are special tools required?

Labor Market Information

Is there a demand for new people?

Are there any part-time jobs?

What is the starting salary?

What are the chances for advancement?

Does the job have security?

TRAINING OPPORTUNITIES

RATIONALE:

Most jobs require an employee to receive some training before the job can be performed properly. Many people have the required training for a job but others need to be trained. Older workers from other countries may need their skills augmented or changed to meet the demands of a new culture and a new technology. Those that need training should be able to identify training programs in San Mateo County that will meet their needs.

OBJECTIVE:

The purpose of this lesson is to identify public training programs in San Mateo County and explain their services. In addition, the participants will develop a list of characteristics to consider when selecting a training program. Participants will also have an opportunity to decide if training is an option they should consider before seeking employment.

MATERIALS AND EQUIPMENT:

Participant Handout "Training Sites in San Mateo County," optional materials: San Mateo County Training Guide, ROP brochures and JTPA brochures.

ACTIVITY:

1. Ask participants what type of job they want? Place the job titles on the board. Then ask the following questions of each person:

   - Do you have the skills needed for the job?
   - Do you need further training?
   - Do you need additional training to work at the job in the United States?

2. Brainstorm with the participants where a person can go to get training in San Mateo County. The sites identified should include:

   - Community colleges
   - Adult schools
   - JTPA-funded training programs
   - The Regional Occupational Program of San Mateo County
   - Private schools
   - On-the-job-training

3. Ask participants what factors should one consider when looking for training? They may identify cost, location, type of training, length of training, jobs that may be obtained with the training, etc.

4. Ask participants to identify the advantages of training.

   - Upgrade skills
   - Improve language
   - Practice on machines common in the United States
   - Learn how to use new equipment
   - Learn a new job, etc.

5. Provide participants with the Participant Handout "Training Sites in San Mateo County," other training brochures and the San Mateo County Training Guide, and discuss the options with them. Have them look at the information carefully and discuss the differences in the training programs based on the list of factors they consider important when reviewing training programs.

6. Conclude the lesson by asking participants if training is an option they should consider before obtaining employment.

   - Do they have the time to spend in training?
   - How will they support themselves while in training?
   - Is training needed for the job they want?
   - Will training get them a better job than what they could get without it?

TRAINING SITES IN SAN MATEO COUNTY

The following provide training in San Mateo County.

1. Regional Occupation Program (ROP) 692-2900
   One Rollins Road
   Millbrae, CA 94030

   - Offers free training programs located throughout the County.

2. Community Colleges

   - Canada College 364-1212
     4200 Farm Hill Boulevard
     Redwood City, CA 94061

   - College of San Mateo 574-6161
     1700 West Hillsdale Boulevard
     San Mateo, CA 94402

   - Skyline College 355-7000
     3300 College Drive
     San Bruno, CA 94066

3. High School Adult Schools

   - Cabrillo Adult School 726-5551
     Lewis Foster Drive
     Half Moon Bay, CA 94019

   - Jefferson Adult Division 755-8600
     699 Serramonte Boulevard
     Daly City, CA 94015

   - San Mateo Adult School 347-9871 or 344-2546
     Carolan and Oak Grove Avenues
     Burlingame, CA 94010

   - Sequoia Adult School 369-6809
     Broadway and Brewster
     Redwood City, CA 94062

   - South San Francisco Adult School 877-8844
     835 Spruce Street
     South San Francisco, CA 94080

4. Private Schools

   Refer to Yellow Pages of Telephone Book for listings.

5. Apprenticeship Programs

- California Division of Apprenticeship Standards
  1290 Howard Avenue, Room 325
  Burlingame, CA 94010
  342-7478

6. Job Training Partnership Act (JTPA)

There are income eligibility requirements for these training programs. The Intake Units listed below provide eligibility screening, assessment, and referral to training programs.

Intake Units:

- Bay Area Urban League
  201 Linden Avenue
  South San Francisco, CA 94080
  952-1080

- Coastside Opportunity Center
  890 Main Street
  Half Moon Bay, CA 94019
  726-9071

- OICW
  1100 O'Brien Drive
  Menlo Park, CA 94025
  322-8431

- Worldwide Educational Services of California
  1300 Old Bayshore Highway, Suite 160
  Burlingame, CA 94010
  375-1900

EMPLOYMENT RESOURCES

RATIONALE:

Many older workers who are new to the United States need to secure employment to meet their economic needs. Others want to work to improve their language skills or to meet Americans. Whatever the reason, these people may need to be aware of agencies in San Mateo County which will help them find employment.

OBJECTIVE:

The purpose of this lesson is to identify agencies in San Mateo County where older workers can receive employment services.

MATERIALS AND EQUIPMENT:

Participant Handout "Employment Resources for Older Workers in San Mateo County," chalkboard.

ACTIVITY:

1. Ask participants to identify places in San Mateo County where they have been or might go to get help in finding a job. Write their answers on the chalkboard. The places they identify may include:

   - Senior citizen centers
   - Churches
   - Community centers
   - Employment Development Department (EDD)
   - Cultural organizations
   - Senior Employment Project
   - JTPA agencies
   - Private employment agencies

2. Ask participants to list factors that they should consider before visiting an employment resource so that they visit only agencies that are appropriate for them. Write their answers on the chalkboard. The factors they identify may include:

   - Are there fees for the service?
   - What area is served?
   - What population is served? (Do they have a special program for older workers?)

3. Distribute participant handout "Employment Resources for Older Workers in San Mateo County." Discuss the information and help each of them identify the resources that are most appropriate to use.

4. To conclude the lesson, remind the participants of the following ideas:

   - Assemble your records including work history, references, social security card and a resume if you have one.
   - Many agencies receive new jobs daily, so contact them on a regular basis.
   - Read the newspaper Classified Ads.
   - Let friends and relatives know you are looking for work. They may be able to give you leads on openings not listed by regular job resources.

EMPLOYMENT RESOURCES FOR OLDER WORKERS IN SAN MATEO COUNTY

SENIOR EMPLOYMENT PROJECT 692-7861
1870 El Camino Real, Suite 102
Burlingame, CA 94010

Services: Employment program for those over 55 years. Provides full and part-time jobs. Most appropriate agency for limited English speaking workers.

JOB TRAINING PARTNERSHIP ACT AGENCIES (JTPA)

Bay Area Urban League (BAUL) 952-1080
201 Linden Avenue
South San Francisco, CA 94080

Services: Employment and training program for economically disadvantaged adults in north San Mateo County.

Worldwide Educational Services (WES) 375-1900
1300 Old Bayshore Highway, Suite 160
Burlingame, CA 94010

Services: Employment and training program for economically disadvantaged adults in central San Mateo County.

Opportunities Industrialization Center West (OICW) 322-8431
1100 O'Brien
Menlo Park, CA 94025

Services: Employment and training program for economically disadvantaged adults in south San Mateo County.

Coastside Opportunity Center (COC) 726-9071
890 Main Street
Half Moon Bay, CA 94019

Services: Employment and training program for economically disadvantaged adults on the coastside in San Mateo County.

CALIFORNIA STATE EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD)

San Mateo Office — 341-6111
3520 South El Camino Real
San Mateo, CA 94403

South San Francisco Office — 588-4200
230 South Spruce
South San Francisco, CA 94080

Services: A free employment service for job seekers of all ages.

SENIOR COMMUNITY CENTERS

Services: Many senior centers offer employment assistance in addition to the other services they provide. Most cities or towns in San Mateo County have senior centers and they must be contacted individually to identify their services.